

DOCUMENT RESUME

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ABSTRACT

This cognitive/performance module is designed to teach the use of diagnostic techniques beyond those techniques provided by traditional mass testing. Terminal objectives include: (a) identifying a learning goal, (b) identifying a child who cannot successfully accomplish the learning goal, (c) diagnosing the child's learning strengths and weaknesses and presenting these to a team of peers, and (d) trying instructional activities with the child and providing feedback to peers who designed the activities. To accomplish these objectives, participants investigate the principles underlying assessment and evaluation, survey the instruments of assessment and evaluation currently used in the schools, investigate alternative ways of assessing and evaluating, and explore the language of assessment and evaluation. Learning activities include reading, film viewing, participating in seminars and experimental demonstrations, assessing, evaluating, and interviewing. A flow chart illustrating specific steps of the module is included. (PD)

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COMPONENT: Diagnosing and
 Prescribing
 MODULE: Assessing and
 Evaluating
 (including Experience
 in Diagnosing)
 PROSPECTUS: DAF 005.02 (USC)

COMPONENT: Diagnosing and Prescribing
MODULE: Assessing and Evaluating
DAP 005.02 (USC)

PERSPECTIVE

Recent research into the nature of how children learn has revealed information that, placed in the hands of teachers and translated into instructional tools they may use, can provide a strong foundation for classroom learning. Teachers should be able to diagnose a given child's mode of learning in addition to his learning strengths and weaknesses. On the basis of this information, they should be able to prescribe specific instructional strategies and materials for the individual child. In order to do this, they need to learn to use diagnostic techniques beyond those provided by traditional mass testing.

OBJECTIVE

The Terminal Objective for this module is:

Participants will diagnose a child's learning strengths and weaknesses by (1) identifying a learning goal, (2) identifying a child who cannot successfully accomplish the learning goal, (3) diagnosing the child's learning strengths and weaknesses and presenting these to a team of peers, (4) trying with the child instructional activities designed by his team of peers and feeding these back to his peer team.

PREREQUISITE

Participants should have begun Learning: DAP 005.01 (USC) before beginning this module.

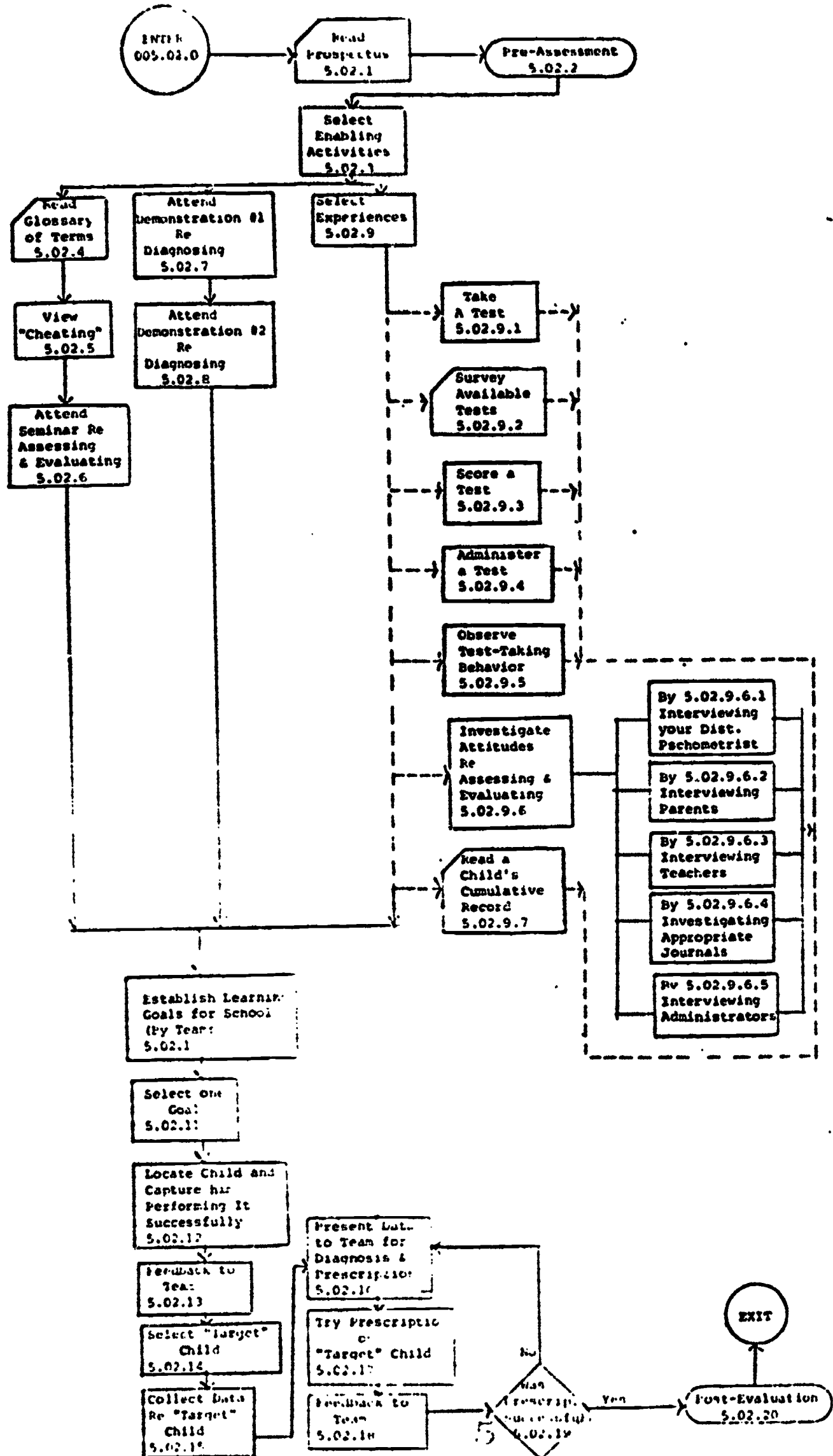
DESCRIPTION OF MODULE DAP 005.02 (USC)

In this cognitive/performance module participants will investigate the principles underlying assessment and evaluation and will survey the instruments of assessment and evaluation currently in use in the schools, i.e., from tests given in a whole class situation to devices of observation employed with individual children. In addition, they will investigate alternative ways of assessing and evaluating. The language of assessment and evaluation will be explored as well. The module includes reading, film viewing, participation in experimental demonstrations, seminars, practice in assessing and evaluating, and interviewing. Participants will gain experience in diagnosing by identifying a learning

goal, determining a child who cannot perform that goal successfully, diagnosing the child, and presenting his diagnosis to a team of his peers who will then suggest prescription he might try. A follow-up feedback session will determine the participant's own success.

The Enabling Objectives for this module are:

- (1) The participant investigates underlying philosophies re assessing and evaluating by reading, by viewing a film, and by participating in a seminar re normative vs substantive assessment.
- (2) The participant participates in two demonstrations in which the consulting psychologist diagnoses a child and solicits hypothesis and gives feedback.
- (3) The participant participates in a variety of experiences designed to expose him to testing and other means of diagnosing children, and to the attitudes toward testing of educators and parents.
- (4) The participant diagnoses a child and prescribes for him by:
 - (a) establishing with his team terminal learning goals for the children of their school, and selecting one of these for diagnostic purposes;
 - (b) selecting a "target" child who has not yet achieved the goal and diagnosing his learning strengths and weaknesses;
 - (c) presenting his "case study" to his team for evaluation and prescription;
 - (d) trying the prescription with the child, and feeding back to the team for evaluation and further prescription (if needed).



STEPS COMPLETING MODULE DAP 005.02 (USC)

005.02.0 Enter

5.02.1 Read the Prospectus.

5.02.2 React to the Pre-Assessment.

**5.02.3 Select Enabling Activities from among the following:
Note: These can be accomplished simultaneously. There is no priority.**

**5.02.4 Read A Glossary of Measurement Terms.
(Available in the Resources Center.)**

**5.02.5 View film, "Cheating".
(Available in the Resources Center.)**

5.02.6 Attend a seminar re Assessing and Evaluating.

**5.02.7 Attend demonstration #1 re Diagnosing and
participate in the diagnosing of a child.**

**5.02.8 Attend demonstration #2 re Diagnosing and
participate in the diagnosis of a child.**

**5.02.9 Select experiences from among the following:
Note: There is no particular order, and all
experiences are equally valuable.**

**5.02.9.1 Take a standardized test, such as one
administered to all school children.
(If possible, take both a diagnostic
test and an achievement test.)**

**5.02.9.2 Survey diagnostic and achievement
tests currently used in your school
district. Be sure to read the test
manual for administering the test.**

**5.02.9.3 Hand-score a test (either diagnostic
or achievement).**

**5.02.9.4 Administer a test to someone (either
diagnostic or achievement..**

**5.02.9.5 Observe the behavior of someone
taking a test (preferably a group
of children).**

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- 5.02.9.6 Investigate the attitudes toward testing children of the following people by interviewing them (individually or by teams):
 - 5.02.9.6.1 Your school district psychometrist (or person responsible for testing).
 - 5.02.9.6.2 Parents of the children in your school.
 - 5.02.9.6.3 Teachers at your school.
 - 5.02.9.6.4 Investigating relevant, appropriate journals in your school district library.
 - 5.02.9.6.5 Interviewing administrators, both at your school and in your district office.
- 5.02.9.7 Read the Cumulative Record (official record on file in your school office) for a single child. Pay particular attention to the variety of information (both test and observation) kept for each child.
- 5.02.10 With your team, establish learning goals appropriate for the children in your school.
- 5.02.11 Select one of the learning goals you consider to be most important.
- 5.02.12 Capture an example behavior of a child successfully achieving that goal. This may be video-taped, tape-recorded, personally recorded (written), or you may present evidence of the child's work.
- 5.02.13 Meet as a team to feed back examples.
- 5.02.14 Select a child who has not yet achieved the learning goal you selected.
- 5.02.15 Collect data about your "target" child. Use all available information, plus any diagnostic techniques you wish to devise. Prepare this as evidence for a team "staffing".
- 5.02.16 Meet as a team to diagnose your "target" child:

- (a) Present the data you prepared plus your evaluation of the child's learning strengths as well as his weaknesses.
- (b) Solicit further diagnosis from the team.
- (c) Solicit as prescription from your team two activities to build on his strengths and two activities to work on his weaknesses. All four learning activities should be designed to achieve the learning goal you have selected for the child.

5.02.17 Try the prescription on your "target" child.

5.02.18 Meet as a team to feed back success and/or failure.

5.02.19 In your team's opinion, was the prescription successful?

--If YES, move to 5.02.20

--If NO, recycle to 5.02.16.

5.02.20 React to the Post-Evaluation.

PRE-ASSESSMENT DAP 005.02 (USC)

This is a self-administered assessment to determine what you already know about diagnosing and evaluating.

Ask yourself the following:

- (1) What do these measurement terms mean to a teacher -- achievement test, age norm, battery, centile, criterion, cross-validation, extrapolation, frequency distribution, grade norm, intelligence quotient, interpolation, item analysis, mean, median, normal distribution curve, percentile, stanines, T-score, standard deviation, skewness?
- (2) What is "testing"? Why do we test (for what purposes)?
- (3) What are the available standard diagnostic and achievement tests administered to all children? What are some of each of these tests administered in special cases, and for what purposes?
- (4) How would you perform the diagnosis of a child's learning strengths and learning weaknesses, and how would you prescribe learning activities for each?

If you feel comfortable with your answers to each of the above, you are probably ready to meet the Terminal Objective. In this case, go right to the Post-Evaluation.

If you need further assistance in reaching some answers to the above, cycle through this module.

DESCRIPTION OF ENABLING ACTIVITIES DAP 005.02 (USC)

5.02.4 A Glossary of Measurement Terms.

California Test Bureau, Del Monte Park, Monterey, California.

Copies available in Resources Center.

5.02.5 Film: Cheating, a segment of Ronald E. Peake's Tempests in Teaching: A Video-Taped Series of Critical Incidents in the Lives of Teachers. Series I

Department of Education, Tallahassee, Florida:

Cost: Approximately \$350. for the series.

In the absence of the teacher, students resort to cheating on an exam. This film depicts 10 minutes of this staged situation..

Available in the Resources Center.

5.02.6 Seminar re Assessing and Evaluating: Takes up questions such as (1) What is testing and why do it? (2) Who gives tests? how do they administer them? To whom? Why? (3) What is a test? (4) What are test-taking behaviors and how do they help/hinder the validity of the test results? (5) What is a "culture-free" test? (6) How do statistics sometimes "lie"? (7) What are some alternative ways of assessing and evaluating?

5.02.7 Demonstrations re diagnosing:

and A consulting psychologist demonstrates diagnosing techniques

5.02.8 by diagnosing a child with his teacher and one of his parents present. Participants are asked to participate by hypothesizing and engaging in feedback with the consultant.

POST-EVALUATION: DAP 005.02 (USC)

Complete the Terminal Objective of this module.

REMEDIATION

There is no remediation for this module, since the participant recycles himself through the module until he achieves the Terminal Objective.